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ABSTRACT

This report presents the results of an evaluation on a program-approval basis of the College of Education at Brigham Young University (Utah). During the approval visit by a team organized by the Utah State Office of Education, each teacher education program leading to certification was evaluated according to the Standards for State Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). These standards have been adopted by the Utah State Board of Education as the official Utah standards. Each program offered by the College is rated as having fully, partially, adequately, or barely met the state standards. In a few cases, the program was rated as deficient, pending changes. Commendations and recommendations are recorded for each program. (JD)

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ED205527

# REPORT TO THE UTAH STATE BOARD OF EDUCATION ON THE TEACHER EDUCATION PROGRAMS AT BRIGHAM YOUNG UNIVERSITY

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction

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Salt Lake City, Utah
March 1981

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## FOREWORD

The Utah State Board of Education has the responsibility to evaluate on a program-approval basis all teacher education programs in the state. The process of program approval includes a visit to each State institution at least once every five years.

In applying the approved-program approach to teacher education, staff members of the Utah State Office of Education work with the various Utah colleges and universities in the development and modification of preparation programs for teachers and other professional personnel. Once a program has been approved by the State Board of Education, individuals who complete that program are certificated by the State without the necessity for detailed transcript analysis and evaluation.

During the approval visit, each teacher education program leading to certification is evaluated according to the Standards for State Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) which have been adopted by the Utah State Board of Education as the official Utah standards.

Processes leading to the improvement of programs in the institutions in Utah include institutional self evaluation as well as the visiting team evaluation. On March 11-13, 1981, a group of professional personnel directed by and under the leadership of the Utah State Office of Education visited the campus of Brigham Young University. The results of that evaluation are reported in this document.

Gratitude is expressed to the members of the visiting team who are listed in the report and especially to the faculty and staff of Brigham Young University for their many hours of hard work in preparing for the visit.

Walter D. Talbot, State Superintendent
of Public Instruction

STATE ON-SITE VISITATION TEAM
Brigham Young University
March 11-13, 1981

| | |
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| Barbara Galler<br>Westminster College | Elementary Education<br>Early Childhood Education |
| Briant Farnsworth<br>Granite School District | Elementary Education<br>Early Childhood Education |
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| Charles Stubbs<br>Utah State Office of Education | Art |
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| Jewel Bindrup<br>Utah State Office of Education | English, Speech, Theater,<br>Humanities |
| Elliot Howe<br>Utah State Office of Education | Foreign Language and TESL |
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| Kenneth Neal<br>Utah State Office of Education | Instructional Media |
| Bryce Draper<br>Cache School District | Administration and Supervision |
| Phelon Malouf<br>University of Utah | Counseling and School Psychologists |
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# UTAH STATE OFFICE OF EDUCATION

WALTER D. TALBOT
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

LETTER OF TRANSMITTAL

MEMORANDUM

TO: Walter D. Talbot
State Superintendent of Public Instruction

FROM: LeRoy R. Lindeman, Administrator
Division of Curriculum & Instruction

DATE: May 20, 1981

RE: Report of the Evaluation of Teacher Education Programs at Brigham Young University

Attached is a report of the evaluation of the teacher education programs at Brigham Young University. The on-site team visited the campus on March 11-13, 1981. The team was chaired by R. Berkley Lunt, Director of Teacher Certification for the Arizona Department of Education and included representatives of higher education institutions, public and private schools, and the State Office of Education.

In accordance with the evaluation, the following programs are recommended to the State Board of Education for approval upon condition that suggested changes and improvements are implemented or responded to within a reasonable period of time.

Early Childhood Education
Elementary Education
Secondary Education
- Art--Composite Major, Major, Minor
- Coaching--Minor
- Dance--Major, Minor
- Drama (Theater Arts)--Major, Minor
- English--Composite Major, Major, Minor
- Health--Major, Minor
- Humanities--Composite Major
- Industrial Arts--Composite Major
- Instructional Media--Minor
- Journalism--Major, Minor
- Language Arts--Composite Major



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Languages
- French--Major, Minor
- German--Major, Minor
- Latin--Major, Minor
- Russian--Major, Minor
- Spanish--Major, Minor

Mathematics--Major, Minor
Mathematics/Computer Science/Statistics--Composite Major
Music--Composite Major, Major, Minor
Native American Studies--Minor
Phyiscal Education--Composite Major, Major, Minor,
- K-12 Program

Reading--Minor
Science
- Biology--Composite Major
- Chemistry--Major, Minor
- Earth Science--Composite Major
- Physical Science--Composite Major
- Physics--Major, Minor

Social Studies--Composite Major
- Anthropology--Major, Minor
- Economics--Major, Minor
- Geography--Major, Minor
- History--Major, Minor
- Political Science--Major, Minor
- Psychology--Major, Minor
- Sociology--Major, Minor

Speech--Major, Minor
Communication Disorders--Graduate Program
Special Education Resource Teacher
Teacher of the Severely Handicapped
School Counselor--Graduate Program
School Psychologist--Graduate Program
Administrative/Supervisory--Graduate Program

The following programs are recommended for tentative approval for a period of one year on the condition that suggested changes for improvements noted in the recommendations listed in the report are implemented and/or responded to by March 30, 1982. The revisit will be scheduled as soon as possible thereafter.

Business Education
Distributive Education
Home Economics

seb:2*2

## GENERAL

An on-site visit to the campus of Brigham Young University by a team organized under the direction of the Utah State Office of Education took place March 11-13, 1981. The visit immediately followed that of an evaluation team representing the National Council for Accreditation of Teacher Education (NCATE). Because of the close proximity of the two visits, certain procedures usually followed by a state visitation team were altered.

Membership on the team was expanded to include a larger number of specialists from the Utah State Office of Education than is the usual practice. These specialists are normally involved in the development of the institutional self-study report. Because the institution wrote to the NCATE Standards and the State agreed to require a single institutional report, State specialists were not involved in any preliminary way and were therefore incorporated onto the State on-site team. The State team also included representatives of other preparing institutions and practitioners from schools and school districts. The team chairman was from the Arizona State Department of Education.

The following program elements, normally reviewed in depth by the State team, were judged to have been adequately reviewed by NCATE and it is recommended that its judgments be accepted:

- Purposes and Objectives
- Organization
- Student Admission Retention, Exit, and Follow-up Policies
- Student Personnel Services
- Student Participation in Teacher Education Program Development and Evaluation
- Faculty and Instruction
- Facilities and Instructional Materials
- School-Institution Relationships

Some of the NCATE team findings are referenced in the body of the State report which also contains the standards analyses, commendations, and recommendations pertaining to specific program areas.

## COMMENDATIONS

1. The faculty and administration of the College of Education have a strong commitment to the personal and professional development of students and to the goal of providing them with quality educational and learning experiences.

2. The faculty are well prepared, resourceful, and have adequate professional experience to do well the professional tasks which need to be done to educate effective and well-prepared teachers for the children attending Utah schools.

3. Students are extremely complimentary of the College of Education staff--of their competence and concern for students.

4. Elementary, secondary, and especially special education departments, exhibit a clear dedication to field-based programs.

5. Elementary education has adopted a procedure of collecting a book fee from students upon entry into the program and purchasing and placing texts and other supplementary materials in the LRC so that individual purchase of text materials is minimal. This procedure is commendable.

6. University support of the College of Education and of teacher education in general is outstanding.

7. The College has responded to the recommendations of the last state on-site visit in 1975, and significant improvements have been made in teacher education programs.

8. Teacher education programs reflect sound educational theory.

9. The facilities available for the conduct of the teacher education at BYU are outstanding. The remodeling of the McKay Building has provided a versatile and up-to-date setting for programs, and support facilities are equally appropriate, especially the Comprehensive Clinics Building, the Harold B. Lee Library, the Learning Resource Center, Child Development Labs, etc.

10. The conceptualization of the teaching and learning model that has been implemented this year in elementary, early childhood, and special education has great potential for helping students integrate the total teacher education program.

## CONCERNS

1. Early and continuous involvement in clinical laboratory experiences is commendable and should be continued. In secondary education, however, there appears to have been some decrease in experience in schools between the initial assignment in Education 276 in the sophomore year and the culminating student teaching experience (Education 476).

2. There is a need for better coordination and control of the supervision of student teaching in the College of Education.

3. A substantial number of students complained that credit hours of some courses have been reduced, but the amount of work required has remained the same thereby increasing their study load and time commitment.

4. There is a noticeable absence of emphasis on middle education in most, if not all, of the ongoing programs.

5. Energy costs and other considerations seem to be causing even greater concentration of student teaching stations and other laboratory experiences in districts in close proximity to the University. An effort should be made to better utilize the resources of the rest of the state.

6. School psychology and counselor interns have been placed in some school situations where the cooperating school personnel are not prepared to provide the kinds of supervision needed.

7. Teacher education has low priority in some vocational departments (i.e., business education, distributive education, home economics). Inadequate support of methods classes and supervision of student teaching is evident.

8. There appears to be some lack of coordination between CDFR and Education in the Early Childhood Education Program.

9. The proposal to no longer count the elementary mathematics course as meeting general education requirements may cause hardship to many students by increasing the mathematics requirement for elementary education majors in an already crowded schedule.

10. There needs to be a better procedure implemented to remove obsolete material from the Learning Resource Center.

11. There should be an accelerated effort to assure computer awareness among students in all programs. Plans for purchase of Apple Computers for the LRC should help in this regard.

12. More attention needs to be given in programs to prepare teachers to meet the needs of gifted and talented students.

Concerns have been expressed especially with regard to programs in business education, distributive education, and home economics. Specific questions and recommendations with regard to these and other programs will be provided in the written report.

## EARLY CHILDHOOD EDUCATION

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met in preschool program. |
| II | Fully met in preschool program. |
| III | Minimumly met. |
| IV | Minimumly met. |
| V | Fully met in preschool program. |

### COMMENDATIONS

1. Faculty members in both the College of Education and CDFR are committed to providing quality learning experiences for students in a coordinated program.

2. The cooperation between the Provo School District and the University in developing a laboratory kindergarten provides a unique experience for early childhood students.

3. The "Conceptualization of Teaching/Learning" is a strong model for training teachers at any level.

4. The preschool labs and the involvement of students with the families of the children enable students to develop important skills not only in working with younger children, but with parents as well.

### RECOMMENDATIONS

1. Although the Early Childhood Standards are met within the preschool part of the program, their articulation into the early grades is problematic. Since these same standards are applicable, some method is needed to help students conceptualize as well as apply the developmental principles involved through grade three.

2. It would be desirable if students who wished to do so could take an early childhood major and be recommended for certification without simultaneously completing all requirements for elementary certification. Designing and offering such a curriculum would also ensure that strong family involvement as well as the developmental aspects of early childhood would be applied through the early grades.

ELEMENTARY EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Fully met. |
| III | Fully met. |
| IV | Fully met. |
| V | Fully met. |
| VI | Fully met. |
| VII | Fully met. |
| VIII | Partially met--Methods and strategies relating to gifted programs need to be strengthened. |
| IX | Fully met. |
| X | Partially met--Methods and strategies relating to working with parents and other adults need to be strengthened. |

COMMENDATIONS

1. The united commitment to the teacher training program, together with open communication among faculty members, appears to be a significant factor in producing high quality teachers in the Department of Elementary Education.

2. The graduate programs in the Department of Elementary Education are precise and meaningful, reflecting the faculty's ability to empathetically respond to current and future societal needs as professionals are trained.

3. The development of a teacher training program which provides early and continued field experiences serves to enhance the skill achievement of those working to become teachers and establishes a reasonable way to redirect individuals unsuited for the teaching profession.

4. Those in leadership positions have demonstrated a remarkable ability to mold the Department of Elementary Education into a strong team without blocking individual production and innovation.

5. The newly developed and initiated model for teacher training "Conceptualization of Teaching/Learning" represents an insightful structure which reaches beyond traditional instructional components to significant areas related to the process of teaching.

## RECOMMENDATIONS

1. Methods and strategies for meeting the needs of gifted students should be infused across the teacher training curriculum including exploratory, developmental, and culminating experiences.

2. Working with parents appears to be an area that will increase in emphasis in the future and needs to be more vigorously applied to the teacher training program.

3. An increased level of basic research in curriculum and instruction would help to enlarge the image of the Department of Elementary Education to include additional inservice components equal to current preservice components.

4. An effort should be made to help students realize the particular point where the various components of training come together in practice. The newly initiated "Conceptualization of Teaching/Learning Program" describes a model which potentially will account for this area.

SECONDARY EDUCATION (PROFESSIONAL COMPONENT)

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Mostly met through Education 376. It is possible that a student registering for the one-hour classes in this block may not have exposure to all of the elements in this standard however. |
| III | Mostly met. The above comment would also apply here. |
| IV | Generally met. |
| V | Met. |
| VI | Fully met. |

The advanced programs of Secondary Education and Foundations are complimentary to the undergraduate program. The standards to the advanced programs were thoroughly reviewed by the NCATE team.

COMMENDATIONS

1. There seems to be a sincere commitment to students by the faculty to provide a quality program.

2. The recommendations made in the 1975 evaluation have been largely met.

3. Students receive rather extensive pre-student teaching field experience in Education 276. Generally students feel that these are some of their most valuable learning experiences. The requirement of having students involved at different grade levels is also commendable.

4. There appears to be a positive and dynamic attitude among the faculty. This seems to be reflected in the status teacher education has in the University.

5. The certification program is based upon sound educational theory.

## RECOMMENDATIONS

1. Interviews with a limited sampling of students indicate a need for the academic departments to be more knowledgeable about certification requirements and provide better counseling for teaching majors. It is recommended that the Secondary Education Department take the leadership in encouraging the academic departments in this.

2. Some students take Education 376 prior to Education 276. Interviews with students indicate that when taken in this order, students experience some problems in understanding the procedures of progressing through the certification program. It is recommended that students be counseled to take Education 276 prior to Education 376.

## ART EDUCATION

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I, II, & III | It appeared that more might be done to assist elementary teachers in developing a better understanding of (a) art as it relates to various cultures, (b) art criticism, and (c) the value of art in society. |
| IV | This seems to be well met at the secondary level in particular (both in studio and history courses). |
| V & VI | It was difficult to assess how well this was being achieved. There may be a need for more effort in these areas. |
| VII & X | Each of these standards seemed to be well met, particularly at the secondary and graduate levels. |

### COMMENDATIONS

1. A basic course for elementary teachers is required of all prospective teachers.
2. Students were complimentary of staff efforts in their behalf.
3. The pending re-establishment of a methods course for prospective secondary art teachers is commendable. There are a number of issues and problems peculiar to the art classroom that need to be discussed and direction given to students. These make such a course offering critical to proper teacher preparation.

### RECOMMENDATIONS

Elementary

1. It is recommended that additional classroom and storage space be allocated for the 600 plus students enrolled in Art for Elementary Teachers courses. Room A440 might be used for that purpose.

2. Consideration should be given to the use of multiple texts in the elementary teachers art course. Lowenfeld's book promotes some theories that are no longer valid and students need a variety of current reading materials.

3. In some instances it appeared that art "projects" received a disproportionate amount of time in the basic course. It is recommended that more consideration be given to the use of a fundamental course with some sequence in its organization and to a great focus on basic concepts that students and teachers ought to know (what to teach and when to teach it).

Elementary and Secondary

It is recommended that prospective teachers become better acquainted with state courses of study and resource files, their content, and usage.

ENGLISH EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Partially met. No evidence that part B of the standard is being met. |
| III | Fully met. |
| IV | Fully met. |
| V | Fully met. |
| VI | Partially met. No evidence that the developing child is being dealt with. |
| VII | Partially met. Most graduates do not have a knowledge of all areas mentioned. |
| VIII | Fully met. |
| IX | Partially met. No evidence that all students acquire this skill. |
| X | Partially met. |
| XI | Partially met. |
| XII | Fully met. |
| XIII | Fully met. |
| XIV | Partially met. |
| XV | Fully met. |
| XVI | Fully met. |
| XVII | Fully met. |

## COMMENDATIONS

1. The department conducts follow-up studies of graduates in order to acquire data which contribute to program improvement.

2. The faculty is well qualified and dedicated to teacher education. There is excellent professional involvement in the total process of the preparation of English teachers.

3. The course offerings are extensive and there is a good elective structure.

4. The composite major is well organized and administered.

5. Graduates seem to be well accepted in the public schools in the state.

6. The exchange program with public school English teachers is exemplary.

## RECOMMENDATIONS

1. Because of the nature and organization of the professional component of the secondary teacher education program, several questions have emerged relative to the issue of governance. It is recommended that the English Department faculty and administrators develop much closer communication ties with teacher educators in secondary education in order to provide both groups the opportunity to deal with frustrations and problems which now exist regarding the assignment of faculty, generation of credit hours and other areas of concern. The assignment of a generalist by teacher education to the English Department is commendable but the process does not seem to be working effectively. This procedure should be reassessed.

2. English majors generally take 148 hours of course work which exceeds the 128 hours required for graduation. The reasons for the excess should be investigated to bring the English program into conformity with University standards. If there is a need to create a fifth year program, the reasons should be fully documented and a program should be formally established. A de facto program is not fair to students.

3. It is recommended that cooperating teachers become more closely involved in the process of teacher education and that they have an opportunity to participate in seminars and other activities conducted for the benefit of student teachers.

SPEECH COMMUNICATION EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Partially met. All students may not be exposed in depth to areas listed in sections B and C. |
| III | Partially met. The concept of social criticism does not appear to be fully explored. |
| IV | Fully met. |
| V | Fully met. |

COMMENDATIONS

1. The faculty is competent in their various fields and seems to be supportive of the teacher education program.

2. There is a broad course offering including an excellent elective structure.

3. Graduates seem to be performing well in their public school assignments.

RECOMMENDATIONS

1. It is highly recommended that a closer alliance with the College of Education be established for purposes of communication and program planning and operation.

2. A formal, periodic follow-up study of graduates should be established with data collected used for program improvement.

3. Teacher supply and demand information should be made available to student advisors in order for students to become more aware of job opportunities.

4. University faculty should attempt to influence future teachers regarding the negative effect of very highly competitive speech activities which tend to exclude many students from participation in experiences which, devoid of intense competition, would be excellent confidence-building situations.

## THEATRE ARTS EDUCATION

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Fully met. |
| III | Fully met. |
| IV | Fully met. |
| V | Fully met. |
| VI | Fully met. |
| VII | Fully met. |
| VIII | Fully met. |
| IX | Fully met. |
| X | Partially met. |
| XI | Fully met. |
| XII | Fully met. |
| XIII | Fully met. |

### COMMENDATIONS

1. The faculty is highly qualified and committed to the use of drama in the educational process.

2. Leadership from the administrative level is exemplary in integrating the arts into the public school curriculum.

3. The inclusion of filmmaking techniques is commendable.

4. Students have the opportunity to perform in various settings and under many different circumstances.

5. There seems to be excellent affiliation with several professional organizations.

## RECOMMENDATIONS

1. There is very little formal follow-up of graduates. It is recommended that a process be established for a formal, periodic evaluation of graduates and that the data generated be used for program change and improvement. Such a process should be developed jointly with the teacher education faculty.

2. Closer communication with the College of Education should be established with regular meetings taking place to discuss matters of mutual concern.

3. In order for the faculty in Theatre Arts Education to advise students properly regarding job possibilities, it is recommended that a procedure be developed and implemented to assure that information regarding teacher supply and demand is available on a regular basis.

## HUMANITIES EDUCATION

There are currently no NASDTEC Standards for humanities education. The following comments and recommendations are based on the evaluators' best professional judgment and experience.

### COMMENDATIONS

1. The humanities program gives the students a broad base of knowledge which they can apply to evaluate the major areas of human experience.

2. The faculty is committed to the program and is highly qualified.

3. There is a wide range of instructional resources available to faculty and students.

4. There is not a great demand for teachers trained in the humanities in the schools of Utah; however, this does not seem to alter the enthusiasm and commitment of the faculty and students in the humanities program.

### RECOMMENDATIONS

1. Because of the current resolve of the department to teach humanities through association with the arts, there should be an examination of the possibilities of expanding the program to include some other areas of the curriculum, especially the social sciences.

2. A closer alliance with the Departments of Fine Arts and Communications should be considered because of the apparent duplication of effort which now exists in some of the programs.

## FOREIGN LANGUAGE

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. The program has an excellent foundation. |
| II | A. Met.<br>B. Met.<br>C. Met.<br>D. Met.<br>E. Met.<br>F. Met.<br>G. Met.<br>H. Met |
| III | Met through specific courses in the various languages on history, geography, literature, and contemporary civilizations of these countries. |
| IV | Met. |

### COMMENDATIONS

1. An outstanding program has been organized to prepare teachers of foreign languages at the Brigham Young University. There is excellent cooperation between the College of Education and the language professors in the Humanities.

2. The course which introduces the students to teaching, Education 276, is an excellent approach because it allows students to test their thinking and decide the level of education they want to teach and ultimately whether they want to stay in education.

3. The methods courses for teaching foreign languages are thorough and completely cover the phases of teaching the prospective teacher must have in order to be well prepared.

4. The Foreign Language Education Committee is a particularly creative and worthwhile idea. It is composed of members of all major

language departments and the College of Education and provides a variety of services for foreign language teachers in the state including sharing of curricular innovations, development of instructional materials, and publication of research results.

## RECOMMENDATIONS

1. Education 276, Introduction to Teaching, is taught by a team of professors from the College of Education and the College of Humanities. It is suggested that the names of the professors from the College of Humanities be included in the catalog as well as the names of the professors from the College of Education or simply the word "Staff."

2. Minutes and policy statements of the Foreign Language Education Committee should go simultaneously to the director of student teaching with copies to committee members rather than just to the head of teacher education and then to the several committee members.

3. All students who receive a teaching minor in foreign languages should be required to have an experience in a foreign language classroom during student teaching.

4. Language 377, Methodology Course in Teaching Foreign Languages, should be taken prior to the semester of student teaching. This should be done in order to provide an incubation time for the special techniques and methods unique to foreign language teaching to be added to the repetoire of the prospective teachers. Cooperating teachers expect student teachers to come "armed and prepared to teach."

## ENGLISH AS A SECOND LANGUAGE

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I, II, III IV, V, VI, VII, VIII, & IX | All standards are met. |

### COMMENDATIONS

1. A very strong program for preparing TESL teachers has been established. The staff members are well qualified; they have had the experience and academic background that enable them to train prospective teachers of English as a Second Language. There is an abundance of places in the public schools where the prospective teachers can be assigned for student teaching experience.

2. The department and the demand for TESL teachers is growing, and the number of students seeking the training is increasing as well.

### RECOMMENDATIONS

1. In the training of ESL teachers, more attention should be given to teaching reading as a skill and to teaching reading in the content area. Without these skills, the TESL teacher cannot meet one of the most important needs of students who have limited proficiency in English.

## BILINGUAL/BICULTURAL EDUCATION

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I, II, III, IV, V, VI, VII, VIII, IX, & X | All standards are met; however under Standard II, if a student appears to be weak, he is asked to take a test. If basic standards are not met, the student is suspended from teacher training course work and activities until the deficiency is made up. |

### COMMENDATION

A very necessary and urgent need is being met through the program of bilingual education which has been established in the Department of Elementary Education. There are at least three members of the faculty at Brigham Young University who are particularly well qualified to meet the training needs of prospective teachers. It is most commendable that this program has been initiated.

### RECOMMENDATIONS

1. The present program should be strengthened and expanded.

2. The student teaching experience should be conducted in an area where there is a substantial group of non-English speakers.

MATHEMATICS EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Adequately met. |
| III | Adequately met. |
| IV | Adequately met. |
| V | Adequately met. |
| VI | Adequately met. |
| VII | Deficient. Although prospective teachers are encouraged to minor in computer science, few do. There are no computer experiences required of prospective teachers of mathematics, yet most Utah high schools currently have micro-computers for use in the mathematics programs. |
| VIII | Adequately met. |

COMMENDATIONS

1. The cooperative effort between elementary education staff and the mathematics department to interchange teachers of the content and methods courses in mathematics is moving well and further development is encouraged.

2. The relationship between instructional levels of the mathematics and education departments is good.

3. The support of the mathematics staff of programs, committees, guest lecture requests relative to the public schools is tremendous.

4. The invitation to high school teachers (1-4 per year) to join the faculty at BYU as instructors for one year enhances relationships,

perspectives, and personal development of those teachers who are able to participate.

## RECOMMENDATIONS

1. In light of the impact of computers on society and the expansion of their use in the public schools, the preservice training program should include the use of the computer in the training of teachers of mathematics. Utah high schools are rapidly expanding the use of micro-computers in mathematics as well as other areas of the curriculum and the need for appropriately trained teachers in computer use is critical.

2. Elementary teachers should have sufficient awareness of computers to be good users of programs in their elementary schools.

3. With increasing emphasis on ACT and other evaluative examinations which include a heavy emphasis on geometry, teacher-training programs should include additional work in appropriate geometry. Consideration may be given to making 371, Abstract Algebra, elective and replacing it with an additional geometry course.

4. Prospective teachers should have some involvement in the public school classroom in each year of their preservice training at the University.

5. Continued cooperative development of program improvements are encouraged among the departments of mathematics, computer science, and education.

6. A centralized location should be identified and stocked with more current, varied, and complete samples of texts and other instructional material. Some may be obtained from surplus at the Utah State Office of Education.

7. The University is encouraged to continue to allow students to count credit for Mathematics 305 and 306 as a part of the general education requirements.

8. The faculty is encouraged to include in their courses not only the solving of mathematical problems, but also using mathematics to solve other problems of society.

9. The education, mathematics, and computer science departments should cooperatively develop a certification program for teachers in middle/junior high school mathematics programs.

10. Encouragement is given to soliciting and recruiting additional prospective mathematics teachers. The demand for properly trained

teachers of mathematics is critical. Currently, more than 40 per cent of those teaching mathematics classes in Utah schools have neither a major nor minor in mathematics.

11. Both the elementary and secondary prospective teachers should receive an orientation to the State Course of Study for Mathematics and become familiar with how to use it.

## MUSIC EDUCATION

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Fully met. |
| III | Fully met. |
| IV | Fully met. |
| V | Fully met. |
| VI | Fully met except for C. See recommendations. |
| VII | Fully met except for C. See recommendations. |

### COMMENDATIONS

1. The Music Department chairman is commended for assigning members of the music staff to areas that compliment their strengths as teachers and administrators.

2. There seems to be greater emphasis being placed on quality music education.

3. An excellent rapport exists among the music faculty.

4. The Music Department staff is commended and encouraged to continue allowing students to receive practical experience in the public schools prior to student teaching.

5. There seems to be a very positive attitude among the faculty toward the department chairman and his philosophy of music education.

6. The Department of Secondary Education is commended for assigning a faculty member to work specifically with the Music Department.

7. The Music Department is commended for requiring students to develop competency on both band and string instruments in the instrumental workshops.

## RECOMMENDATIONS

1. Additional physical facilities should be provided for the Music Department. There is a need for (a) rehearsal and classroom space and (2) a listening center with storage areas for records, tapes, magazines, and music texts for both elementary and secondary majors.

2. The music faculty should develop a detailed syllabus for each course taught with long and short range goals and objectives. The State Courses of Study for Instrumental and Vocal Music should be used as resource material in developing these syllabi.

3. It is recommended that a string educator be employed to help teach the methods classes and supervise student teaching in the public schools.

4. There is a need to reduce the teaching load of the music education staff. It is recommended that the elementary teaching staff receive additional load credit for the number of contact hours in the classroom.

5. Rooms C-485 and C-580 should be carpeted and receive accoustical treatment. The elementary and secondary methods classes require students to sit on the floor and perform on wind instruments.

6. Additional emphasis should be placed on the development of skills necessary in demonstrating the effective use of the voice as an instrument.

7. A full-time person should be employed to manage the music library so that it can be a more productive resource.

8. The music performance faculty should be integrated into the music education program so that their area of specialty can be utilized.

## PHYSICAL EDUCATION

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Met. |
| II | Met. |
| III | Met. The sports competency approach is positive. |
| IV | Met. |

### COMMENDATIONS

1. The integration of the women and men's programs into one physical education department is commendable.

2. The student involvement in department committees is commendable.

3. The functioning physical education majors organization, Sigma Gamma Phi Epsilon, is commendable. Students display a wholesome sense of commitment and maturity in their leadership.

4. The administrative support for both staff and students is acknowledged and appreciated by both.

5. The program planning, counseling, and computer tracking of majors focusing on requirements and progress is commendable.

6. The facilities, equipment, and support services are commendable.

7. Students were very positive about faculty members' efforts to continue their learning via post doctoral work, sabbatical leaves, etc.

8. Students commented that faculty members display a serious and willing interest in students. For this, students are most appreciative. Students are also appreciative that staff members are examples of what they teach.

9. "I'm going to be a good teacher," was the comment of one student vying for a job in New Mexico. He perceives he is well prepared, confident, and ready to teach. This rather spontaneous declaration was pleasant to hear.

## RECOMMENDATIONS

1. Additional student exposure and experience in the public schools needs to be given serious consideration. The current practice of a sophomore observation experience (276) and a senior student teaching experience (476) could well be augmented with some junior year experience. It is recognized that the on-campus practicum exists for juniors, but an additional exposure in the public schools is encouraged. Students feel they need more opportunities to teach in the schools as they prepare for the real world of teaching.

2. Because of the organizational and credit hour arrangements of courses 276 and 476, there is currently no methods course in physical education. This is perceived by the staff as a weakness. It was fortified in the meeting with students. Efforts to correct this situation should be made.

3. Many students expressed concern over two items, the first is the category of extra major skills requirement for those choosing a bona fide minor. Students perceive this requirement forces them to stay in school longer than necessary. The second is that transfer students and others who do not decide on physical education as a major during their first semester at BYU are forced to complete so many hours that it often results in their taking five years to complete the program. This results in advanced standing fees for approximately 24 hours, thus increasing the cost of their education. Attempts to encourage students to get an education and depart from the University is appropriate, however, students feel put upon to have to pay advanced standing fees for a major program that is so heavy with hours. Many of them get so categorized before graduating. Some consideration may be appropriate for students whose university major requires so much.

4. As plans are made to revise the ten area skills test requirement and modify it to become a part of a student's employment file, care should be taken to feature an assessment and projected teaching evaluation on the same certificate, rather than let such a proposed certificate be used primarily as a potential coaching document. Too often prospective teachers and others obviate the importance of the teaching day by highlighting their focus on the many extracurricular activities existent in schools.

5. There is some administrative concern that too many college resources are being devoted to teacher certification without student credit hours and budget for the same coming to the College of Physical Education. This concern primarily deals with student teaching (476). Dialogue on this issue between the College of Education and the College of Physical Education may be appropriate.

6. Care should be taken to insure that assignments in courses 276 and 476 are not limited to or heavily weighted in extracurricular activity assignments, notwithstanding the extracurricular leadership talents which may enhance the future employability of major students. The teaching task needs to be kept a high priority to help counter the too often existing practice of minimizing time and effort devoted to teaching during the school day and maximizing the time and effort given to extracurricular activities. In too many schools, such an emphasis has resulted in a serious encroachment of athletic classes into a major portion of the school day.

7. Conspicuously undertreated in the major are the areas of sports sociology and sports psychology. These relatively new concerns in physical education have serious implications for teachers and should be worked into the curriculum.

## HEALTH EDUCATION

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Met. |
| II | Met. The focus is on physiology rather than anatomy in scientific foundations. |
| III | Substantially met. While the current focus on positive health lifestyles and high risk health lifestyles is not readily seen in the titles of the course offerings, such a focus appears to be the case with many of the classes. |
| IV | Substantially met, but with the conspicuous absence of physical, emotional, social, and ethical understanding of human sexuality. |
| V | Met. |

### RECOMMENDATIONS

1. Consideration should be given to including some focus on the physical, emotional, social, and ethical understanding of human sexuality. Utah school law mandates the teaching of physiology and hygiene and also requires the teaching of morality, honesty, respect for home and parents, etc. Many of the health-related issues--emotional, social, physical, and ethical--are centered around developing relations with members of the opposite sex during adolescence. Ignoring this preparation for teachers is a disservice, notwithstanding the sensitivity of the area.

2. A junior year experience in the public schools is recommended. Limiting the public school classroom and school exposure to courses 276 in the sophomore year and 476 in the senior year leaves a wide gap in preparation for the actual classroom experience. Excessive focus on subject area content may not contribute as much to the preparation of a teacher as an ongoing experience with students each year.

3. Staff members involved in the preparation of secondary heatlh teachers could well profit from participating in high school and junior high school accreditation visits from time to time. Positive response to and acceptance of such invitations in the years to come will be helpful for BYU as well as the public schools.

## DRIVER EDUCATION

It appears the driver education minor is functioning with few problems.

Health majors are encouraged to get a double minor if they choose driver education as one of them.

DANCE SPECIALIZATION, DANCE, SPORTS MAJOR
K-12 PHYSICAL EDUCATION DANCE CERTIFICATION

While no standards were availble for dance programs, the following comments are submitted:

1. The three dance certification areas are well planned and afford opportunities for students with different certification goals.

2. Dance majors were extremely positive about both the content of the program as well as the staff who teach the program.

3. Students are appreciative of additional clinical experiences beyond courses 276 and 476 in the public schools.

4. Students feel comfortable about their preparation to teach multiple dance forms. This is excellent and needed in the public schools.

5. Students appreciate the multiple opportunities afforded them to not only learn dance skills and techniques, but also to teach their peers throughout their four years of preparation.

K-12 PHYSICAL EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Met. |
| II | Met. The addition of courses 375, 376, and 379 for this standard may be appropriate. |
| III | Met. The addition of courses 375, 376, and 379 for this standard may be appropriate. |
| IV | Substantially met. The addition of Fitness for Life (PE) for this standard may be appropriate. |
| V | Met. |
| VI | Met. |
| VII | Met. |
| VIII | Met. |
| IX | Met. |
| X | Met. |
| XI | Questionable--It is limited to PE 344. It is not perceived that PE 344 alone will focus on this standard sufficiently inasmuch as the course is primarily oriented to secondary physical education. To be consistent with courses earlier identified with physical fitness programs, it appears the addition of courses 375, 376, and 379 to this standard is important. |
| XII | Met. |
| XIII | Questionable. Unless instructors focus also on equipment, grounds, facilities, etc. |
| XIV | Substantially met. |

## SCIENCE EDUCATION

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | A. Partially met. Methods class places emphasis on processes. Subject areas lacking in that emphasis.<br>B. Fully met.<br>C. Fully met. |
| II | Partially met. Done only incidentally. |
| III | Partially met. Suggest increased emphasis be placed on upgrading this standard. |
| IV | Fully met. |
| V | Fully met. |
| VI | Fully met. |
| VII | Partially met. More opportunity needs to be provided for students to select, evaluate, and adapt learning materials and strategies in the different scientific disciplines. |
| VIII | Partially met. These processes are taught and evaluated (in part) in the education methods course and in chemistry but not emphasized in the other science disciplines. |
| IX | Fully met. |
| X | Fully met. |

## BIOLOGY

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Partially met. Greater effort should be made to give students more familiarity with the methods of investigation, inquiry, and experimentation. |
| II | Fully met. |
| III | Fully met. |
| IV | Fully met. |
| V | Fully met. |
| VI | Partially met. Laboratory activities largely limited to teaching labs associated with the subject matter areas. |
| VII | Partially met. See general recommendations. |

## CHEMISTRY

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Partially met. See comments in general recommendations. |
| III | Fully met. |
| IV | Fully met. |
| V | Fully met. |

## EARTH SCIENCE

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Fully met. |
| III | Fully met. |
| IV | Partially met. More attention should be given to this standard. See statement in general recommendations. |

PHYSICAL SCIENCE

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Partially met. Can't be met if student elects physics, chemistry, and/or math minors. |
| III | Fully met. |
| IV | Fully met. |
| V | Partially met. There is no provision in the program to accomplish this standard. |
| VI | Partially met. See comments in the general recommendations. |

## PHYSICS

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Fully met. |
| III | Partially met. See comments in the general recommendations. |
| IV | Fully met. |
| V | Partially met. The mathematics component is an integral part of the program but there is no assurance that the prospective teacher will develop basic knowledge in biology and chemistry. |
| VI | Partially met. Very little is being done to implement this standard. |

## SCIENCE EDUCATION

### COMMENDATIONS

1. Preparation in science subject matter is generally thorough and demanding.

2. The direct involvement of people assigned to subject matter areas in the teacher education process is a strength.

3. The science education faculty is enthusiastic, well-trained, and committed to their task.

4. The development of the "Syllabus For Secondary Education" represents a significant accomplishment on the part of staff members. The information, activities, checklists, etc. included therein should be most helpful for prospective teachers.

### RECOMMENDATIONS

1. Greater effort should be made to tie education in science to the general cultural heritage of our society. Contributions and challenges, both historical and prospective, should be given attention.

2. The Secondary Education Department, in cooperation with subject matter departments, should develop a systematic program to develop student skills in selecting, adapting, and evaluating strategies and materials for the teaching of science.

3. Careful consideration should be given to requiring public school classroom experience for prospective teachers during the sophomore, junior, and senior years.

4. Serious consideration should be given to requiring a science teaching methods course as part of the 376R series. In general, the students might profit from more specific requirements in 376R.

5. It is recommended that increased emphasis be given to incorporating information and opportunities for students to gain insight into the intellectual and philosophical nature of science. This recommendation is presented as a primary challenge for those in the academic areas and secondarily for those in education.

6. The majority of the laboratory experiences in the undergraduate programs in the academic disciplines are based upon prescribed (already written) labs. There is very little opportunity (chemistry

excepted) for students to set up hypotheses, control variables, organize and report findings, generalize, and predict. Such opportunity should be provided in all science disciplines.

## SOCIAL STUDIES EDUCATION

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Fully met. |
| III | Fully met. |
| IV | Fully met. |
| V | Partially met. |
| VI | Fully met. |
| VII | Fully met. |

### COMMENDATIONS

1. There is good coordination between the College of Education and the Social Science by virtue of the assignment of a full-time person from the latter to the College of Education. The three member team effort is excellent.

2. The requirement of candidates to teach reading in their teaching of social studies is an essential skill for them to acquire.

3. The experience available to teach in a rural setting as part of the preservice practicum is an excellent opportunity.

4. The option for students to choose a composite in social studies is commendable.

5. Use of specific objectives and competencies for student teachers provides direction for the program.

6. The Department is commended for using the state course of study to identify guidelines and provide experiences for potential teachers.

7. Faculty in both the academic areas and College of Education are well prepared.

8. There is opportunity for teachers to meet for consultation of "overload work."

9. Counseling and advisement is available to students throughout their preservice experience at BYU.

10. Resources and facilities are well above the standards recommended.

11. The methods teachers in elementary and secondary social studies provide experiences in effective "process teaching" which contribute to developing quality teachers.

12. There is good evaluation of courses and methodology provided the department each semester.

13. Students receive appropriate instruction on the use and application of media materials.

14. The current syllabus and ones that are in production provide practical experience for students in elementary education.

## RECOMMENDATIONS

1. Students should be required to take specified classes broadening their perspective of multicultural attitudes and teaching strategies. If such courses are not available, they should be developed.

2. The experiences offered in Secondary Education 376R, Special Methods in Social Studies are so essential to developing necessary teaching competencies, that they should be required rather than an elective.

3. Elementary students feel the need for additional time allocated to learning more about social studies education.

4. Secondary students expressed a need for:

   a. More practical, classroom experiences.
   b. The student teaching experience being scheduled immediately following the methods class.
   c. More observations of skilled teachers with some opportunity for the student teacher to "participate," and an opportunity to observe a variety of teachers.
   d. A continuation of the present objectives but a reduction of written reports to verify completion of the objectives, or optional ways of verification such as oral discussions between the student teacher and methods teacher.

5. More facilities should be provided students to use for studying within the McKay Building, i.e., benches or chairs in the hall.

6. Students want more of an opportunity to share their experiences with each other.

7. Opportunity for learning how to sell one's self in an interview and knowledge of opportunities at various teaching levels should be provided students.

8. The department should provide training for students interested in middle school, double session situations, year-round schools, team teaching, and the open school concept.

9. Each social science area should provide instruction in teaching methodology for education students.

## COMMUNICATIVE DISORDERS

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I, II, III, IV, V, VI, & VII | All standards are fully met. |

### COMMENDATIONS

1. The facilities for the Communicative Disorders program are outstanding.

2. The move toward a generic core in the undergraduate program is commendable. While there is still some evidence of "hardening of the categories," the program should be encouraged to continue to develop generic special educators with the skills and knowledge to deal effectively with a broad range of instructional problems.

BUSINESS EDUCATION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Limited extent. Prospective teachers are provided with experiences and knowledge of our economic system and business organization, but philosophy and objectives of vocational education are not taught as an integral part and applied to the techologies and skills they will be passing onto their students. |
| II | The standard is met with the exception of "F."<br>F. Limited extent. There is no PBL organization in operation on campus. This makes it almost impossible for future business teachers to have positive experiences in planning and organizing such in the public schools. |
| III | Not related to. There is no evidence that potential teachers study and/or are involved in making studies of business offices and making follow-up studies of secondary school graduates to enable them to offer current job-related information to their students. |
| IV | Fully met. |
| V | Limited extent. Issues of disadvantaged and handicapped are related to and discussed, but there is no program for competency development. |
| VI | Met. |
| VII | Met. However, it is being met by program providers that have no responsibility nor interest (generally) in coordinating that instruction with the teacher education aspects of the program. The total program is frustrating and disjointed to and for students. |

## COMMENTS AND RECOMMENDATIONS

1. There is little relationship between the very excellent programs and faculty through which potential business teachers are taught the technologies of their majors and the professional and/or pedagogical relationships essential for translating them into organized and meaningful instructional programs. All pedagogical instruction is assigned to one faculty member. This situation limits opportunity for students to apply technology to pedagogy as they begin their teaching experiences.

2. Teacher education is a very low priority for the school of business. Interviews indicated that the program is low in cost effectiveness and that providing coordinated instruction in technology and pedagogy cannot be justified.

INDUSTRIAL ARTS

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Met. However, general industrial arts with broad exploration offering is needed for teachers at the junior high level and unit shop is needed for teachers at the high school level. The program does make good provision for both, but students need better counseling as they enter the program to assure that they understand the ramifications for employment. |
| II | Moderately met. One weakness exists with regard to instruction that defines the relationships between industrial arts and trades and industry. Particularly, relationships as follows:<br><br>Accountability for student outcomes<br>Advisory committees<br>Need assessment<br>Certification<br>Student selection |
| III | Met. |
| IV | Moderately met. An area that needs additional attention is in the fields of construction. The curriculum seems to center on cabinet/bench work activities. |
| V | Being met. |
| VI | Being met. |
| VII | Being met. |
| VIII | Being met. |
| IX | Being met. |
| X | Moderately met. |
| XI | Being met. |

| | |
|---|---|
| XII | Being met. |
| XIII | Being met. |
| XIV | Being met. |

## COMMENDATIONS

The chairman and curriculum director are doing an excellent job of striving to coordinate with the State Office of Education and other institutions to provide high quality preparation for potential teachers.

## RECOMMENDATIONS

There is danger in the College's loose use of the term "industrial education." The term includes both industrial arts and trade and industrial education. The College has no program for certifying trade and industrial teachers. In defining its role, the College should limit its advertisements and printed documents to industrial arts. However, the students interested in teaching trades should be encouraged and counseled to meet state requirements for work experience for certification.

## HOME ECONOMICS

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Minimally met. There is a very strong program of clothing and textiles for which students may register. However, for potential teachers of junior high school programs, clothing is an essential part of their home economics program. Students planning to teach junior high programs need clothing and textiles. Added to this concern is another related to methods. Instruction is based on project production rather than on methods and processes of teaching students. |
| III | Moderately met. While attention is given to home furnishing and equipment, little emphasis is given to judgments and decisions about shelter. |
| IV | Minimally met. |
| V | Fully met. |
| VI | Minimally met. |
| VII | Minimally met. There is little evidence of multi-agency involvement in the preparation of home economics teachers. |
| VIII | Fully met. |

### COMMENTS AND RECOMMENDATIONS

1. Skill and technical instruction is provided separate from pedagogical instruction. This creates a situation whereby methods of instruction, youth organizations, philosophy, etc. are disjointed. Home economics majors take a smorgasbord of classes, leaving students with many basic programmatic planning needs unmet.

Therefore, when they start teaching, they must struggle to learn how to plan, organize facilities, determine methods of instruction, etc.

2. Consideration should be given to (a) supporting a major in occupational home economics for potential high school teachers that includes cooperative work experience, (b) assigning staff responsibility to head it up, and (c) providing counseling to potential students to aid them to make program decisions. This could be done in Home Economics 101.

## DISTRIBUTIVE EDUCATION

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Met. |
| II | Met. |
| III | Met. |
| IV | Limited extent. There is no provision for student involvement in a functioning student organization. Students are invited to observe activities of other statewide vocational organizations. |

### COMMENTS AND RECOMMENDATIONS

A single staff member has the responsibility for teaching all distributive and business education pedagogy. In addition, he/she is responsible for all student teacher supervision. Distributive education is of such significance that it should have greater flexibility to function than is presently provided.

SPECIAL EDUCATION
RESOURCE/SEVERELY HANDICAPPED

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I, II, III, IV, V, VI, VII, & VIII | All standards are fully met. |

COMMENDATIONS

1. Extensive study of graduates in special education from 1960-77 has been conducted. Over 700 graduates were located and questionnaires administered. A similar study was made on graduates from 1977 to 1980. As a result of these studies, it was found that (a) graduates felt a greater amount of practicum, on-site, and/or field experience should be incorporated into the training program and (b) course work taken prior to field experience was seen by graduates as somewhat irrelevant.

   Based on these findings, a field-based special education teacher preparation program was studied and developed. Field observations and field experiences are now required from earliest course work, continuing at every level of training preceding a formal practicum.

2. Standards are met in a training strands concept that accomplishes the intent of a competency-based preparation described in Utah State Board of Education Special Education Teacher Standards.

3. Explicit planning leads to dual certification:

   A. Elementary Education
   B. Special Education Endorsements

   A major may be achieved in either special education or elementary education but few exceptions are made in course work planning that do not achieve dual certification--Elementary Education and Special Education Endorsement.

## INSTRUCTIONAL MEDIA

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I | Fully met. |
| II | Fully met. |
| III | Fully met. Superior effort. |
| IV | Fully met. Superior effort. |
| V | A. Fully met. |
| | B. Fully met. |
| | C. Not observed. |
| VI | Fully met. Superior program. |
| VII | Fully met. |
| VIII | A. This principle is not demonstrated in action in the University. See later comments. |
| | B, C, D, E. Fully met. |
| IX | Fully met. |
| X | Fully met. |

### COMMENTS AND RECOMMENDATION

The program of Instructional Media or Library Media does not actually exist at BYU. The activities and classwork necessary for a student to obtain a media endorsement to meet this state's requirements are managed by the Department of Instructional Science. One staff member is assigned the role of counselor to a candidate for such an endorsement.

Once the classwork is outlined, the student must then obtain the instruction from various departments on the campus. Interrogation of students previously experiencing this indicates that they lacked the feeling of belonging to any one department.

The Department of Instructional Science is preparing a far greater percentage of its students for industrial and technological careers. The number of candidates enrolled in pursuit of a media endorsement is very small. It appears that, because of this, the Department's construct is much more theoretical than applied. While this is commendable, given the Department's thrusts, it is not what a candidate for a media endorsement needs to work in a school media position.

There is, therefore, really no instructional media program per se at BYU. Activities being carried on in this area are coordinated by the Department of Instructional Science as the candidate pursues classwork all over the campus.

It is therefore highly recommended that the College of Education re-evaluate this situation in order to establish a true instructional media program for both undergraduate and graduate students.

ADMINISTRATION-SUPERVISION

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I, II, III IV, V, VI, VII | All standards are met. |

COMMENDATIONS

The department has an excellent staff which is both highly competent and widely experienced. There is much evidence that they provide practical and relevant training while at the same time work even harder to lead out in developing and espousing new ideas which have promise.

RECOMMENDATIONS

1. In the very important working relationships necessary between the department and local school systems, there is a need for direct and regular interactions between top level administrators. As organizations become more complex, it becomes more important to have the ability to "short circuit" red tape when present lines of communication are strained. This is not a serious problem in this instance, but could help improve the already good relationships which now exist.

2. Consideration should be given to the inclusion of additional course work and/or experiences to provide greater depth in curriculum and instruction as an essential ingredient in successful school/administration/supervision.

## COUNSELING AND GUIDANCE

### STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I, II, III, IV, V, VI, VII, & VIII | Standards appear to be fully met as determined by class offerings and program requirements. |

### COMMENDATIONS

1. There is a high degree of dedication and professionalism of all staff. This attitude permeates the entire counselor education and school psychology programs.

2. The staff of both departments should be commended on their accomplishment of the deficiencies described in the 1975 evaluation.

3. The career education staff have developed a meaningful and progressive program which is incorporated into both counseling and school psychology programs.

4. The awareness of staff to the changing needs of guidance and psychological services is commendable as evidenced by the development of an elementary guidance program and the involvement of students in community experiences.

### RECOMMENDATIONS

1. Emphasis should be placed on the emerging middle school concept. Research is proving that there is a need to readjust our philosophy and curriculum drastically to meet the needs of the middle school child.

2. Lines of communication between BYU and the State Office of Education in guidance and counseling should be improved.

3. Practicum and intern experiences which occur in the local school districts need to be tied to educational objectives of the individual programs and not depend so heavily upon the competence of local

school personnel. This is particularly important during the first semester where a positive and growing experience is necessary.

5. More emphasis should be placed on all aspects of the new Individual Education Plan (IEP) requirements at all levels of training.

6. Expansion of the counseling and guidance program to 60 hours should be considered to include more emphasis skills to meet the changing needs of counseling. There appears to be a tendency within the state of Utah to combine some of the functions of school counselor and school pyschologist.

7. Students should have an earlier and better orientation to the total process of thesis writing and state certification on counseling and guidance.

SCHOOL PSYCHOLOGIST

STANDARDS ANALYSIS
(Based on Standards for State Approval of Teacher Education)

| Standard | Evaluation (How and Extent to Which Each Standard is Met) |
|---|---|
| I, II, III, IV, V, VI, VII, & VIII | All standards are fully met as evidenced by college philosophy and required courses of all graduates. |

RECOMMENDATIONS

Since there appears to be real benefit from student interchange in the school psychology program, between those enrolled from the psychology and educational psychology, it is recommended that an equal amount of students be admitted from each department. In no case should the ratio exceed a 40% to 60% in balance.